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ABSTRACT

Provided are suggestions and activities to be used by parents in working with their preschool children. Ten suggestions deal with questions such as how much time should be spent, how to praise the child, and what to do if the child misuses the materials. Specific instructions are given for 15 activities such as puppets, puzzles, teaching songs, and playing matching games. Instructions include why the activity is important to the child, what materials are needed and how to make them, and how to use the activity over a period of days. Also included are a list of 24 common household items that can be used to help a child and several songs, rhymes and fingerplays. (LS)

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"HOW CAN I HELP MY CHILD"

AN ANSWER FOR PARENTS OF YOUNG CHILDREN

DEVELOPED BY:

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ACKNOWLEDGEMENTS.....

The idea for this parent guide and many of the activities presented here were developed under the direction of Dr. Merle B. Karnes, Professor of Special Education at the University of Illinois, Urbana.

Because of her belief in parent involvement at all levels, this product is the actual result of the efforts of those parents who worked with her at Colonel Wolfe Preschool.

It is the sincere desire of all those involved to share these ideas with others. Any comments or suggestions for additions or changes would be greatly appreciated.

Shela Boynton
FLRS/Crown
Jacksonville, Florida
November, 1974

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INTRODUCTION

Your child has a very special teacher long before he enters school: YOU. The most important lessons he will ever learn are taught by you, and he values your approval above all else. Now, more than ever, schools are recognizing the important role parents play in the education of their children. Only through the combined efforts of both can we offer our best to them.

"How Can I Help My Child?" was designed for you and your child, but you will have many of your own ideas to add to it. Remember, no one knows your child better than you do; any program you use or any suggestions you try will probably have to be adapted to suit the child and his background of experiences. You will want to capitalize on his interests; you will want to keep in mind his strengths. Although each activity included in this guide has very specific instructions, follow the exact wording only to the extent that you are comfortable with it. Talk to your child as you normally would, using a pleasant and relaxed tone of voice.

If you are working with other parents and your child's teacher, you will probably share ideas and techniques. You will want to know how successful they are with the activities, and you will want to share solutions to whatever problems arise as you work with your children.

You may be interested in evaluating your child's progress. Is he really learning from you? You should be able to tell this just by watching. Is he using new words? Does he talk about the things you've done together? Does he seem to remember what you have presented from one day to the next?

Does he appear to enjoy and value the special time you spend with him?

The most important point to remember in using this guide is: IT IS MEANT FOR THE ENJOYMENT OF BOTH YOU AND YOUR CHILD. If either of you feel tense or frustrated, something is wrong. Think about it for awhile before you begin again. Are you expecting too much too soon? Is your child "testing" you with his behavior? Are the surroundings too distracting? Are you being critical of his performance? Many parents, even those who are excellent teachers, find it difficult to work with their own children. This does not mean you have failed. Relax and enjoy the time you have with your child. If that time becomes educationally profitable, so much the better.

SUGGESTIONS FOR WORKING WITH YOUR CHILD

The purpose behind this program is to provide you with the confidence, materials, and techniques to competently teach your child certain skills. Each activity has a specific goal in mind under the heading WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD. This lets you know the kinds of skills you are teaching. Essentially, we decide what our children need to know and then devise games or activities that will teach them.

The following questions and answers may help you as you begin to use the activities in the guide.

WHERE SHOULD I WORK WITH MY CHILD? Children generally respond to consistency. Both you and the child may find it helpful to have a special place in which to work; it may be the kitchen table or the corner of a quiet bedroom. However, anywhere you can relax and properly make use of the materials is appropriate.

HOW LONG SHOULD I SPEND WORKING WITH MY CHILD? That depends on the child and his age. You will expect to gradually extend his attention span. As a general rule, you should work with him only as long as he seems interested. A child should not be forced to sit for a specified number of minutes each day. Begin with short periods of no longer than five minutes. Slowly increase this time to ten, then fifteen minutes. When the child indicates disinterest, matter-of-factly remove the materials without scolding. "I can see that you're tired of working now. We'll try again tomorrow." Then put the materials away.

HOW SHOULD MATERIALS BE PUT AWAY? Help your child assume some of the responsibility of caring for the materials. When he is finished

working, show that you expect him to help you. "You were a good worker! Now I'll help you put your _____ away so we'll know where it is the next time we want to work with it. A plastic laundry basket makes an ideal container for materials. Since many of the materials are perishable, the container should be kept out of the child's reach and used only with supervision.

WHEN SHOULD I WORK WITH MY CHILD? It is easiest to suggest that you set aside a certain regular time each day to work. However, most parents will agree that this is far from a realistic plan. If both of you are to enjoy and benefit from working together, you must approach the learning session positively. The time of day, then, will be flexible, depending on you, your child, and the type of day it has been. You should be relaxed and not feel pressed to rush through the activity just to get it over with.

WHAT IF MY CHILD DOESN'T SEEM INTERESTED? Children enjoy attention from their parents and will respond positively if not put under too much pressure. The parent must be sure the lesson plan is adapted to insure success for the child; if he constantly experiences failure, or feels he is not pleasing you, he will not enter the learning situation with much enthusiasm. Since one of your goals is to make learning pleasurable, don't force it. If the child is not interested, remove the materials: "We'll try again when you feel more like working." However, it is far more likely that the child will be asking you to work with him more often than time permits.

WHAT CAN I DO ABOUT THE OTHER MEMBERS OF MY FAMILY? Involve them! Older children can help teach the younger ones. It is much easier to

encourage other family members to join the learning session than to compete with them for the child's attention.

HOW SHOULD I PRAISE MY CHILD FOR HIS EFFORTS? You will have your own spontanious ways of praising; it must be sincere to be effective. Your child should be praised generously for his efforts no matter what the results are. "I can see that you are really trying hard." "You are a good worker!" "Good thinking!" Offer praise in a way that communicates approval to your child; this might be a warm smile, a hug or pat on the back, or an enthusiastic "Good job!"

HOW CAN I CORRECT HIS WORK WITHOUT BEING TOO CRITICAL? A child who tries should never be punished or ridiculed because he fails at a task. Correction can and should be very positive. It is not necessary to say, "No, you're wrong." A more helpful approach is, "That was a good try. Now let's do it this way.....I'll help you." Or, "That's really hard to do, but you're getting it!" Your child should be given immediate feedback when he is wrong, but this can be done without destroying his confidence or making him feel as if he has failed you.

WHAT SHOULD I DO IF MY CHILD MISUSES THE MATERIALS? A child must be taught some responsibility in caring for his things. He cannot be allowed to destroy materials. If he begins throwing or otherwise misusing the materials, remove them immediately. Matter-of-factly say, "I'm sorry. I'll have to put this away. I cannot let you ruin it. As soon as you think your ready to use it the right way, we'll try again." Be sure you do what you say you're going to do. Act firmly and quickly, but not harshly. He will soon learn the consequences of his inappropriate actions are unpleasant.

HOW CAN I HELP MY CHILD THROUGHOUT THE DAY? He begins learning the minute he wakes up in the morning and doesn't stop until he falls asleep at night. You have an opportunity to direct that learning during the time you are with the child. You can do this, for the most part, by talking to your child, asking and answering his questions, and encouraging him to talk and ask questions. Don't pass up the learning experiences you can provide during a trip to the store or while driving in the car. Take your child to special places such as the zoo, the library (if he is old enough to benefit from it), special movies and exhibits.

ACTIVITIES

1: "MR. SOX"

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. he will learn to listen
2. he will be encouraged to use good phrases and sentences
3. he will express himself through words and actions
4. he will feel good about himself

WHAT YOU WILL NEED TO MAKE EACH PUPPET:

1. a sock large enough to fit over your hand
2. scissors, needle, and thread
3. scraps for decoration: buttons, yarn, felt, ribbon, braid, rick rack

HOW TO MAKE THE PUPPET:

1. cut out the toe of the sock; sew an oval shaped piece of felt or other fabric over this hole to form the puppet's mouth
2. now let your imagination take over! Add eyes, nose, hair, bows, moustache, etc. (See picture)

HOW TO USE THE PUPPET:

1ST DAY Hide the puppet in a box and surprise your child. "Look what I have made for you!" Place your hand inside the puppet and make it talk to your child. Ask questions: "Hi! What's your name? How old are you? What do you like to eat? What do you like to play with?" Encourage your child to name the puppet. Then, let him have the puppet and ask him to make it talk to you. Answer the questions in good sentences. When you are done, put the puppet back inside the box. "When we're done playing with the puppet, we will always put him here. That way we will know where to find him for the next time."

2ND DAY Put the puppet on your hand and talk with your child. Then say, "Listen to me. I will tell you some things to do. Show me your nose. Good! Now, point to your mouth. Where is my (the puppet's) mouth? Please touch your knees. Now find your mother's knees." Repeat this procedure with several other common body parts. Offer help whenever your child needs it; praise him often.

3RD DAY Let the puppet explain to your child that it will give him some directions to follow. "Listen to me. I will tell you some things to do. Go into the kitchen and bring me a spoon. Go into the bedroom and shut the door. Find a sock." Give only one direction

at a time, making them simple and clear. If you want to make this activity more challenging, add to the directions: "Put the spoon on the couch and crawl under the chair."

4TH DAY

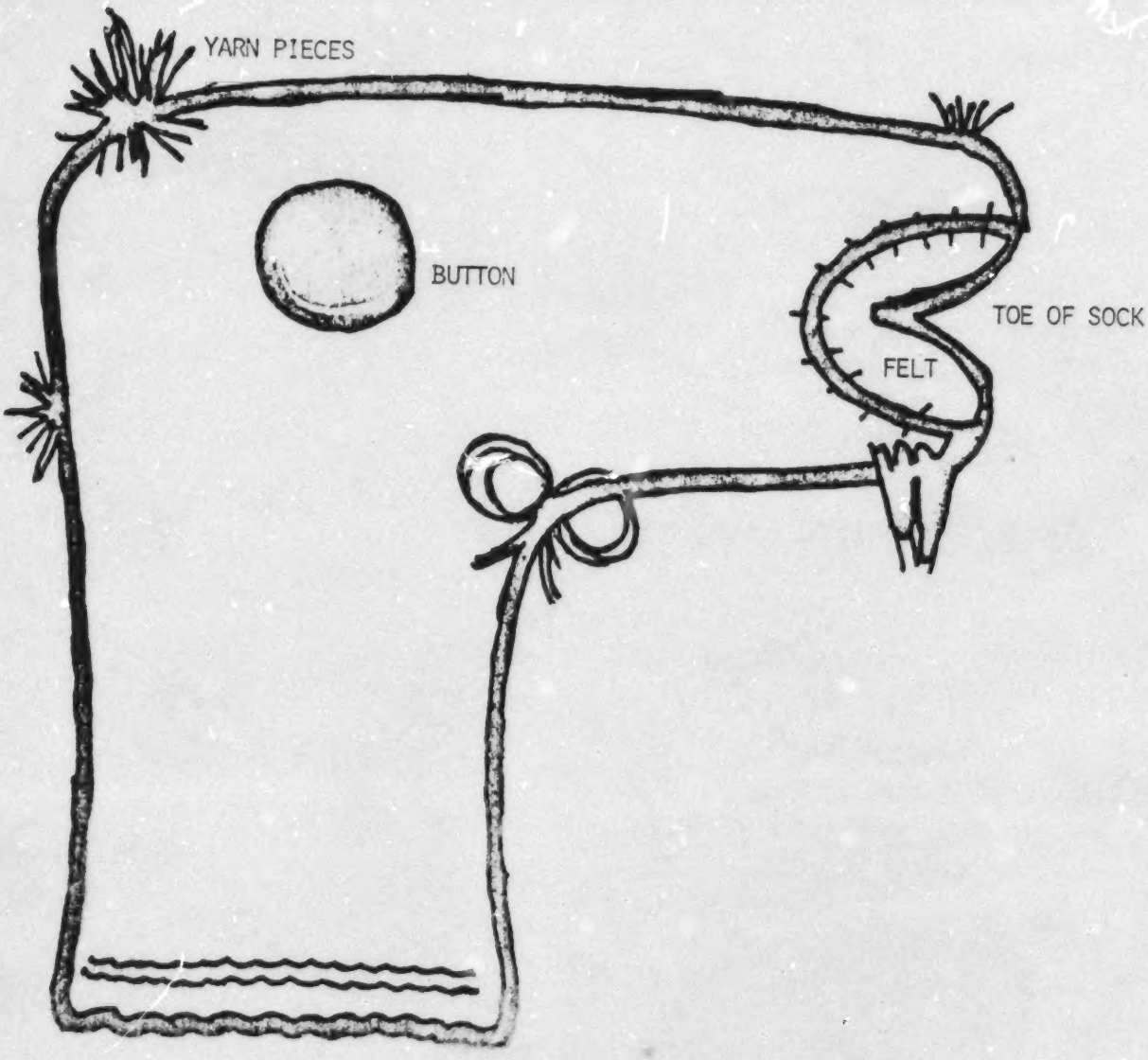
Have the puppet sing with your child. Use simple, repetitive songs like "Ring Around the Rosey", "Row Your Boat", etc. (See list of songs and fingerplays) Let the puppet demonstrate to your child how he should use his hands during the songs and fingerplays. Encourage him to make large movements.

5TH DAY

Let your child have the puppet. "You can tell me some things to do and I will do them." Encourage him to use good phrases and sentences as he directs you. If necessary, repeat what he says, making corrections without criticizing. For example:

Child: "Touch your feets."
Response: "Yes, I will touch my <u>feet</u>."

1: "MR. SOX"



#2: STACKING AND NESTING CANS

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. eye-hand coordination will be strengthened
2. he will be able to arrange objects in order by size
3. vocabulary will be increased
4. fine motor skills will be strengthened

WHAT YOU WILL NEED TO MAKE EACH SET OF CANS:

1. clean, empty cans in three different sizes so they fit inside each other (see picture)
2. water base enamel paint and brush, decorative adhesive-backed paper, or foil wrap

HOW TO FINISH THE CANS:

1. be sure all cans are clean and free of sharp edges
2. paint cans or cover with paper; each set of cans should be the same color or design

HOW TO USE THE CANS:

Emphasize these words:
1. inside
2. on top of
3. big
4. little
5. middle-size

1ST DAY Place the cans in front of your child on a table or the floor. Let him play with them by himself for a few minutes while you watch. Then say, "Look what we can do with the cans. We can put them together." Show the child how to fit the cans together, taking the largest can first and placing the middle-size can inside. Then put the smallest can inside the middle-size can. Take the cans apart and give them to your child. "Now you do it. Put the cans together." Let him experiment, but provide help if he needs it. "Take the big one first. Now which one is the next biggest?" As soon as your child loses interest, ask him to help you put the cans away.

2ND DAY Place the cans in front of your child. "Can you remember how to put the cans together? Show me." Let him work on his own, but be prepared to offer help when needed. When he has finished, take the cans apart. Hold up the small can. "Where does the small can go?" After he finds the correct can, let him put the small can inside the middle-size can. Say, "The small can goes inside this can." Have him repeat the word inside. Repeat this procedure by asking him to

find where the two smaller cans go. "These two cans fit inside the big one."

3RD DAY

Put the cans in front of your child and let him show you how they fit together. "Now let's put the cans together a different way. Let's put them on top of each other." Turn the cans over and show him how to stack them on top of each other. "First we will put down the big one; then the middle size can goes on top of it; now we can put the little one on the very top." Take them apart and let your child try to do it. Offer help only when necessary. Let him work with the cans as long as he doesn't lose interest.

4TH DAY

Let your child review by asking him to stack the cans and then put them inside one another. Ask him to hold up the big can, then the middle-size can, and finally the little can. Next, hold up one of the cans and say, "This can is _____." Let your child fill in the blank. Do this with each can. Ask him to hide his eyes and put something special (a few raisins, piece of apple, etc.) under one of the cans. Say, "I hid something under the can that fits inside the middle-size can." Let him hunt for the treasure. Encourage him to say which can he wants to look under: "It's under the little can."

5TH DAY

Let your child work with the cans for a few minutes. Then say, "Now we're going to put the cans in order a different way." Line up the cans in order from little to big, working from left to right. Say, "First I put down the little can. Then I put the middle-size can next to it. And, then, I put the big can next to that one. See? We made stair-steps. Can you walk up the steps with your fingers?" Rearrange the cans. "Now you do it. Make stair-steps." Give your child as much help as he needs to complete the task. Repeat as often as necessary over a period of several days. Do not force the child to work; give much praise. Be sure you always work from left to right.

OTHER IDEAS TO HELP YOUR CHILD:

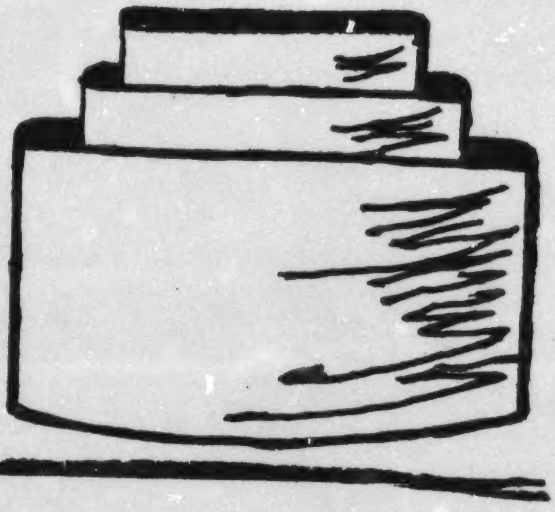
Collect other cans in varying sizes and cover with different colors. Let the child find all the cans of one type: tall ones, short ones, red ones, blue ones.

Collect different sizes of platic lids and containers. These may be used for stacking, nesting, and ordering.

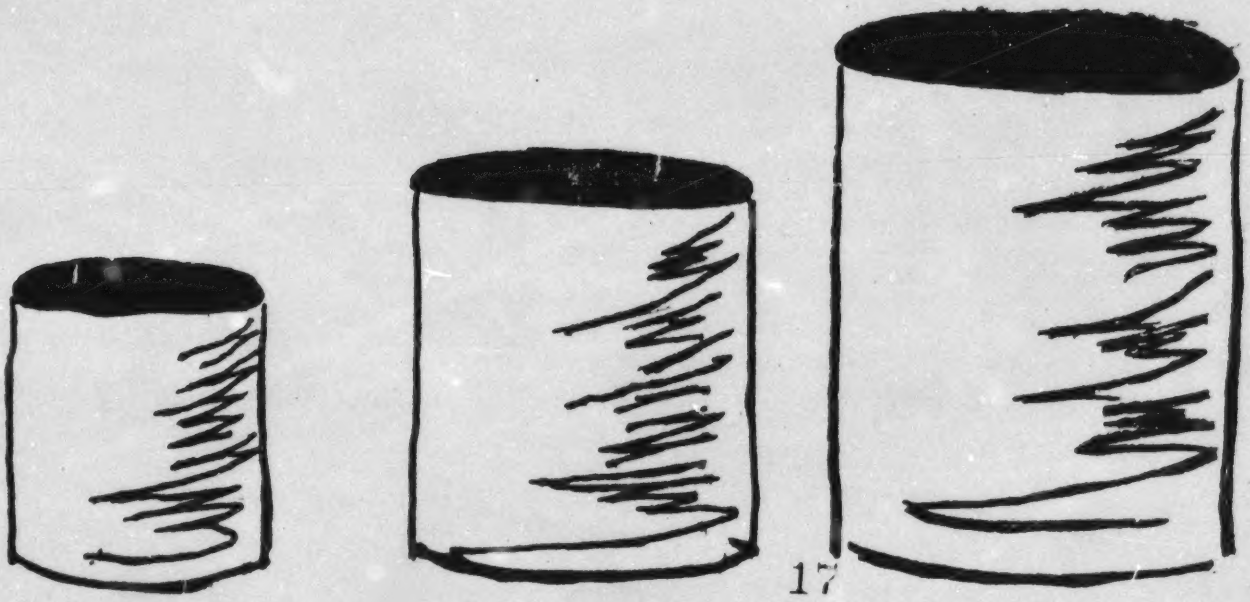
2: STACKING AND NESTING CANS

STACKING

NESTING



ORDERING



3: SHAPE LOTTO

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. he will become familiar with basic geometric shapes (circle, square, triangle, rectangle, and oval)
2. he will be able to match shapes that are the same
3. he will learn to see form and shape in his environment

WHAT YOU WILL NEED TO MAKE EACH GAME:

1. three pieces of stiff paper or cardboard, about 12"x16"
2. ruler, scissors, crayons or marking pens
3. large envelope for storing game

HOW TO MAKE THE GAME:

1. using a black crayon or marking pen and ruler, divide one piece of cardboard into eight equal spaces. Draw a shape in each space, using the attached picture as a guide. This is the game board.
2. draw the same shapes on each of the other two pieces of cardboard and cut them out. These are the game cards; there should be sixteen.

HOW TO USE THE GAME:

Emphasize these words:

1. shape
2. circle
3. square
4. triangle
5. rectangle
6. oval

1ST DAY Place the game card on a table in front of your child. "Look at all the shapes." Point out each shape, helping your child trace over it with his finger. Talk about each one as he traces: "This shape goes around and around. See how this one has corners." (It is not important for him to know the names of the shapes at this time.) Ask your child to repeat the word "shape". Than, referring to one set of the game cards, say, "All these shapes have names." Hold up the circle. "This shape is a circle. Say that with me. Circle. Feel the circle; it goes around and around. Look here on the game board; can you find a circle just like this one?" Repeat this procedure until each shape has been discussed

and placed on the game board. Then say, "Let's put the game back in the envelope. First give me all the circles...the shape that goes around and around." Ask for each shape by name, helping your child find the right one.

2ND DAY Let your child hold the game board. Review each of the shapes, using their names, but do not expect the child to say them by himself. After each shape has been discussed, give him both sets of cards. "I'll watch while you play the game. Put the shapes where they belong on the board." Do the first one so he can see what you mean.

3RD DAY Place one set of the shapes in front of your child; help him name them. "Let's play a new game with the shapes. First, you can choose a shape; then we'll look all around the house to see how many things we can find that have the same shape." Help your child as much as possible: "I see this shape up on the wall. Can you find it? Yes, the clock is a circle; it goes around and around." Repeat this activity with the other shapes.

4TH DAY Place one set of shapes in front of your child and help him name them as you point to each one. Then ask him to give you the shapes as you name them. "Now let's play a guessing game with the shapes. We will use these three: circle, square, and triangle." Have your child put his hands behind his back and ask him to identify a shape by feeling it. Give clues if necessary. Next, lay the three shapes in a row on the table. "Look carefully at the shapes because in a minute I will take one away and you will have to tell me which one is missing." Ask your child to hide his eyes while you remove a shape. Repeat this activity with several other shapes. Increase the number of shapes used to make the game more challenging.

5TH DAY Place both sets of shapes in a pile in front of your child. "The shapes are all mixed up. Can you find all the shapes that are the same and put them together?" Show your child what you mean by finding all the circles and putting them in a group. Then put them back with the other shapes. "Now you do it by yourself." As soon as he finishes, ask him to name the groups.

OTHER IDEAS TO HELP YOUR CHILD:

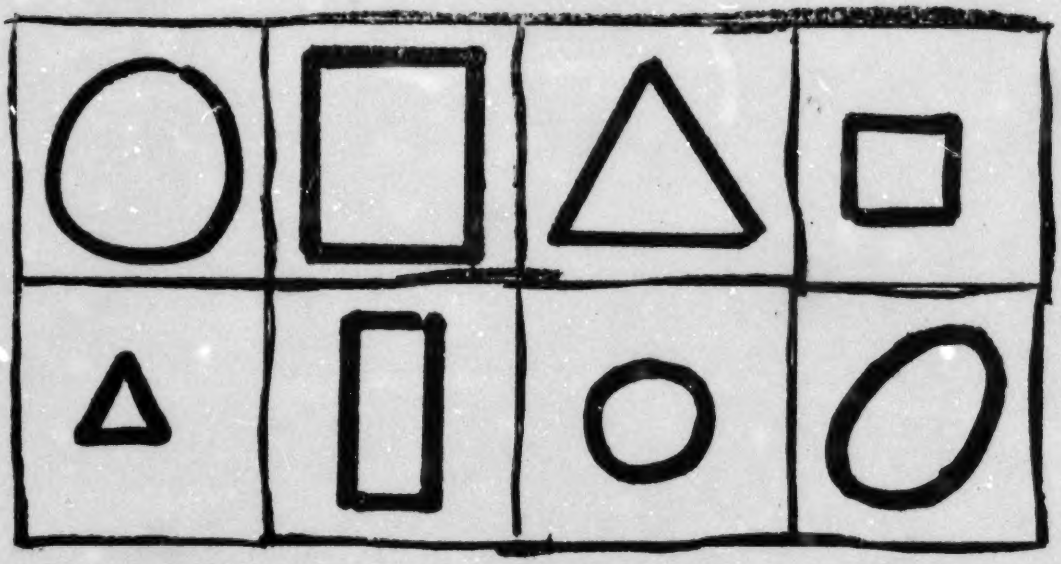
Point out shapes in the environment: plates, glasses, knobs, clocks, windows, tables, doors, etc.

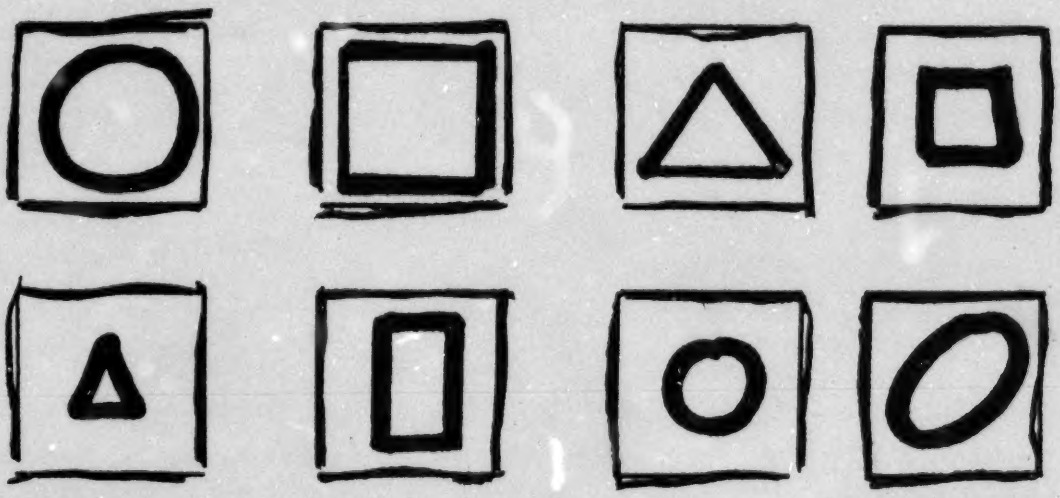
Cut shapes from paper. Help your child make pictures and designs with them.

Help him draw and cut out shapes.

Let him look for shapes in magazines.

3: SHAPE LOTTO





#4: PUZZLES

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. he will be able to determine a while from its parts
2. vocabulary will be strengthened
3. eye-hand coordination will be strengthened

WHAT YOU WILL NEED TO MAKE EACH PUZZLE:

1. picture magazine
2. scissors, glue
3. cardboard
4. large envelope for storing the completed puzzles

HOW TO MAKE THE PUZZLES:

1. look through magazines to find large, clear pictures of of objects or scenes familiar to your child
2. cut the pictures from the magazines and mount them on cardboard with glue
3. cut the mounted pictures into three or four pieces, depending on age and ability of your child. It may be best to start with a few pieces which can be cut into more pieces as he progresses.

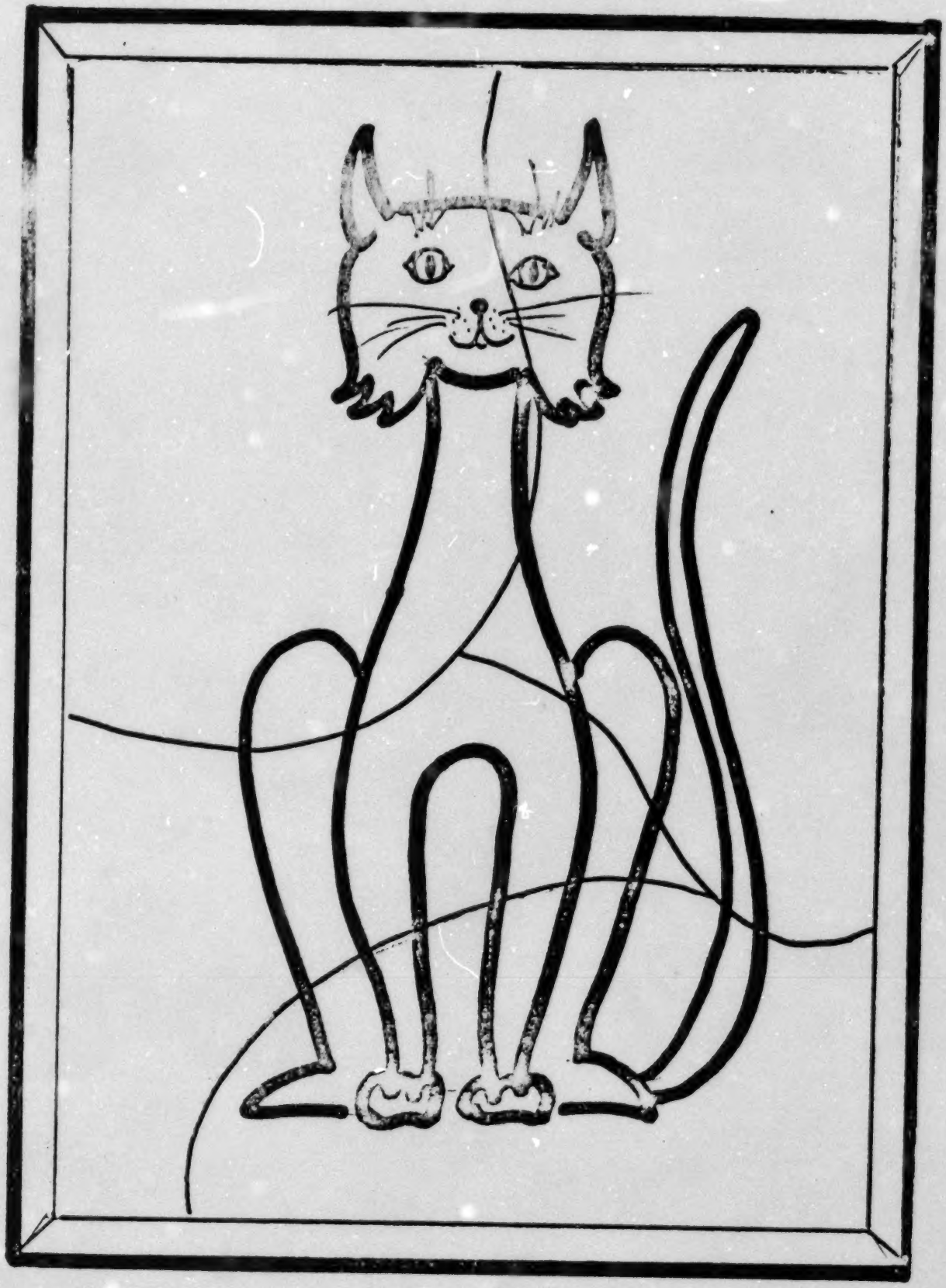
HOW TO USE THE PUZZLES:

1ST DAY Place the completed puzzle in front of your child. Ask him to tell you about the picture. "What is it? Tell me about the picture. What is happening?" Ask specific questions to help him describe the picture in detail. Then explain to him, "This is a special picture; it is a puzzle. See all the pieces?" Mix up the pieces and show your child how to put it back together again. Point out to him how to use clues -- matching colors and lines - to form a whole picture. Let him work the puzzle, giving help whenever necessary.

2ND DAY Place the puzzle pieces on a table in front of your child. Ask him to tell you about the picture from the clues he sees in the pieces. Then, let him work the puzzle by himself as many times as he wishes. As soon as he has mastered the puzzle, cut it into a few more pieces. Again, let him work it until he can do so easily. Provide clues when necessary.

3RD DAY Explain to your child that he is going to help you make a new puzzle. Let him help gather the necessary materials: magazine, children's scissors, paste or glue, stiff paper or cardboard. As the child looks through the magazine for a large picture, encourage him to talk about the pictures he sees: "What is that? What does it

4: PUZZLES



5: SCRAPBOOK

WHY THIS ACTIVITY IS IMPORTANT TO YOUR CHILD:

1. he will learn to group objects into categories
2. vocabulary will be increased
3. he will take pride in having his own book

WHAT YOU WILL NEED TO MAKE THE SCRAPBOOK:

1. package of construction paper or other paper (8"x12")
2. black marking pen
3. children's scissors
4. paste or glue
5. three-ring notebook
6. magazines, catalogues

HOW TO MAKE THE SCRAPBOOK:

1. punch holes in the paper and place it in the notebook
2. write your child's name on the front of the book

HOW TO USE THE SCRAPBOOK:

1ST DAY Present the scrapbook to your child. "This is going to be your book. You will put lots of pictures inside. Here is your name. That means you will make it yourself and it will belong to you." Explain to him that he will fill each page with pictures cut from magazines, his drawings, cards he receives, family pictures, etc. "Let's put pictures of body parts on the first page. Show me some of the parts of your body." Name several body parts while your child points to them. Then help him look through a magazine for pictures of eyes, noses, mouths, arms, etc. Talk about each picture as you help him paste it in the book. Don't be overly concerned with neatness; remember, it is his book. Conclude by saying, "All of the pictures on this page are BODY PARTS."

2ND DAY (It should be noted here that this is a long range project which may continue off and on for months. Your child may not want to work on the book everyday. Don't insist if he doesn't show interest on a particular day. Show pride in his work by asking him to invite friends and other members of the family to look at the book.) Review the completed pages of the scrapbook. "What kinds of pictures did we put on this page? All of these things are called _____. Today, let's find pictures of things to eat....FOOD. Tell me some of the things you like to eat best, then I'll tell you my favorite foods." Work as before, discussing

each picture: "What is this? Do you like to eat it? Do we cook it first? Where do we keep it in the kitchen? Let's go see if we have any; we'll see what it tastes like." Conclude by saying, "All of the pictures on this page are _____."

OTHER DAYS

Repeat the above procedures for each new category - animals (pets, farm animals, wild animals, birds, fish), vehicles, buildings, clothing, jobs, things that grow, objects made of wood, shapes, colors, toys, etc. Let your child help you select the categories. Print the name of each category at the top of the page.

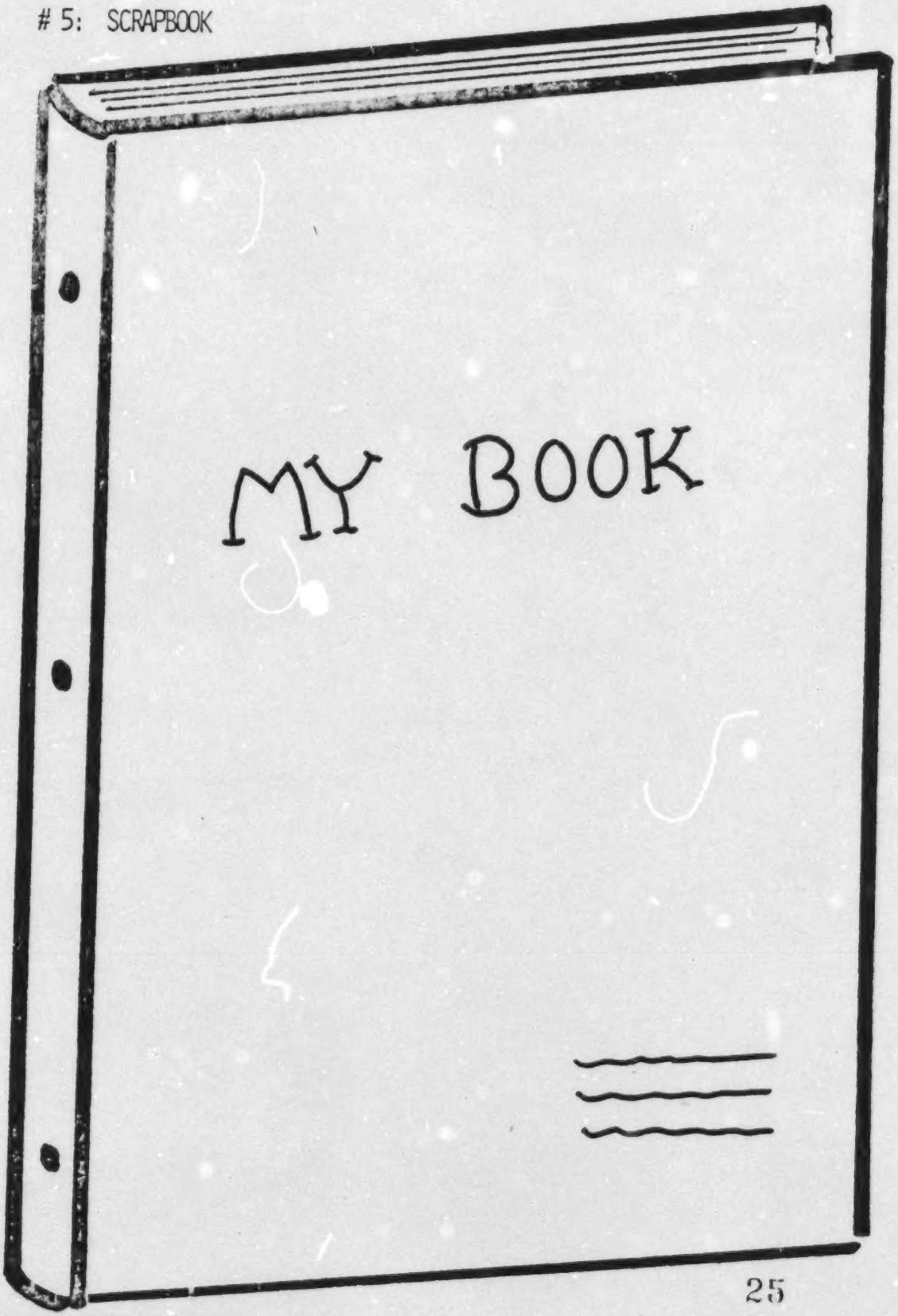
OTHER WAYS TO HELP YOUR CHILD:

When several pages are completed, ask your child to find a specific page. "Find a page with pictures of vehicles. What kinds of pictures are on that page?"

Play a riddle game. "I am looking at a page in your book with eyes and noses. What page am I looking at?"

Encourage your child to keep special things in his book: birthday cards, collections of leaves, art work, etc.

5: SCRAPBOOK



6: READING BOOKS TO YOUR CHILD

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. vocabulary will be increased
2. he will be able to describe action in pictures
3. his ability to remember details will be strengthened
4. he will develop an idea of sequential progress
5. he will learn to hold and use books properly

WHAT YOU WILL NEED:

Two or three sturdy, colorful picture books suitable for your child. They may be borrowed from the public library; however, if possible, at least one should be purchased for your child to keep.

HOW TO USE THE BOOKS:

1ST DAY Before you present a book to your child, become familiar enough with it so you can tell the story instead of reading it word by word. Show the book to your child. "I have a book for you. This is the cover of the book; these are the pages. Look at this picture. Tell me about it. Can it help you guess what the story is about?" As you turn the pages, encourage your child to talk about each picture; tell the story from the pictures. "What do you see in this picture? What is heppening? What else do you see?" Before putting the book away, let your child hold it. Help him turn the pages correctly.

2ND DAY Show the book to your child. Ask him if he can remember what the story is about. This time, as you turn the pages, tell the story. Act out parts of the story and encourage your child to join you. For example: "The duck walked just like this... waddle, waddle, waddle." Ask him specific questions about the story as you tell it. When you have finished, close the book and hand it to your child. Describe a part of the story and ask him to find a picture that shows this. "Remember when Goldilocks broke Baby Bear's chair? Can you find that picture?"

3RD DAY As soon as your child is familiar with the story, let him hold the book and turn pages as he tells you the story. Help him turn the pages correctly. If he leaves out important details, help him remember by asking appropriate questions: "What happened when Goldilocks sat down in Baby Bear's chair?"

4TH DAY

Continue to work with the same story as long as your child is interested; do not allow him to become bored with one story before introducing another one. As you go through the familiar story, ask your child to predict what will happen next. Let him turn the page to check himself.

5TH DAY

If your child is ready, allow him to accompany you to the public library. Help him make appropriate selections. Follow the procedures outlined above with each new book. As he becomes familiar with books, he may want to look through them by himself. This should be encouraged. There may be a special time when he wants you to read to him; this should be a quiet, relaxed time for both of you. In addition, he may want to tell a story to the family.

6: READING BOOKS TO YOUR CHILD

7: TEACHING SONGS, FINGERPLAYS AND NURSERY RHYMES

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. he will acquire a collection of commonly-known songs, fingerplays and nursery rhymes
2. vocabulary will be increased
3. he will practice using good phrases and sentences

WHAT YOU WILL NEED:

1. a folder to hold the songs
2. a typed collection of appropriate songs, fingerplays and nursery rhymes (see attached list)
3. your own favorite songs and rhymes

HOW TO TEACH SONGS, FINGERPLAYS AND NURSERY RHYMES:

1ST DAY Select a song or rhyme that you think will interest your child. Sing or say the words with enthusiasm, using any accompanying motor activities. Sing or say the words again, one phrase at a time. Encourage your child to join you by repeating each phrase as you sing it. Continue this procedure several times, then sing the song all the way through with him. This kind of activity can be done as you work around the house. It should be an enjoyable time for both of you; do not insist that he join you in singing.

2ND DAY Review the new song. Ask your child to sing with you. Divide the song into phrases if necessary. As soon as he is familiar with the song and its actions, present a new one, following the above procedure. Children enjoy what is familiar to them, so continue to go over songs and rhymes he already knows.

OTHER DAYS Continue teaching your child new songs, fingerplays and rhymes. Do not present new activities more often than two or three times a week; always begin by reviewing what is familiar to the child. The entire family might want to take part; let your child choose his favorite songs and rhymes to teach them.

OTHER WAYS TO HELP YOUR CHILD:

Make up songs and rhymes to fit what you are doing at the moment, or for special occasions. Encourage your child to help you.

7: TEACHING SONGS, FINGERPLAYS AND NURSERY RHYMES

8: MATCHING GAME

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. he will be able to match identical pictures
2. vocabulary will be increased
3. he will see similarities and differences in pictures

WHAT YOU WILL NEED TO MAKE EACH GAME:

1. two pieces of poster board, cardboard or other heavy paper (about 8"x12")
2. book of small, gummed stickers
3. ruler, marking pen

HOW TO MAKE THE GAME:

1. divide one piece of the heavy paper into eight equal parts. This is the master card. Divide and cut the second piece into eight equal pieces. These are the game cards.
2. divide the stickers so that you have two identical sets of eight different pictures.
3. glue one set on to the master card and the other set on the game cards (see attached picture)

HOW TO USE THE GAME:

1ST DAY While sitting comfortably with your child, hold up the individual game cards, one at a time. Ask, "What is this?" Help your child name and describe each picture. Ask specific questions to encourage him. For example, if the picture shows a flower, ask, "What color is it? Where do we find flowers? What can we do with flowers? There are different kinds of flowers; this one is called a rose." Now let your child hold the cards. Ask him to show you specific pictures. "Show me the apple. Show me something that smells good."

2ND DAY Place the master card in front of your child. Hold up one of the game cards. "Look at this picture. What is it? Can you find one just like it, one that is the same?" After the child points to the identical picture on his master card, give him the smaller card. "Put this one on top of the one that is the same." Continue this procedure until all the pictures are matched. Then, if your child continues to show interest, let him be the "teacher". He must hold up the cards and ask you, "What is this? Find one the same."

3RD DAY After briefly explaining to your child how to play the game, give him the materials and let him work by himself. Help him check his work. "Are these pictures the same? How are they the same? They are the same because both are _____." Play the game with him if his interest continues.

4TH DAY

Using the individual picture cards, play a concentration-type game with your child. Select two or three cards and place them face up. Ask your child to look carefully at the pictures and to label them. Then turn the cards face down. "Can you remember where the cat is? Find the fish." Continue this procedure until he has located several pictures. Then, increase the number of pictures used; select two or three matched pairs: two cats, two fish, two apples. Help your child locate the matching pictures after they have been turned face down.

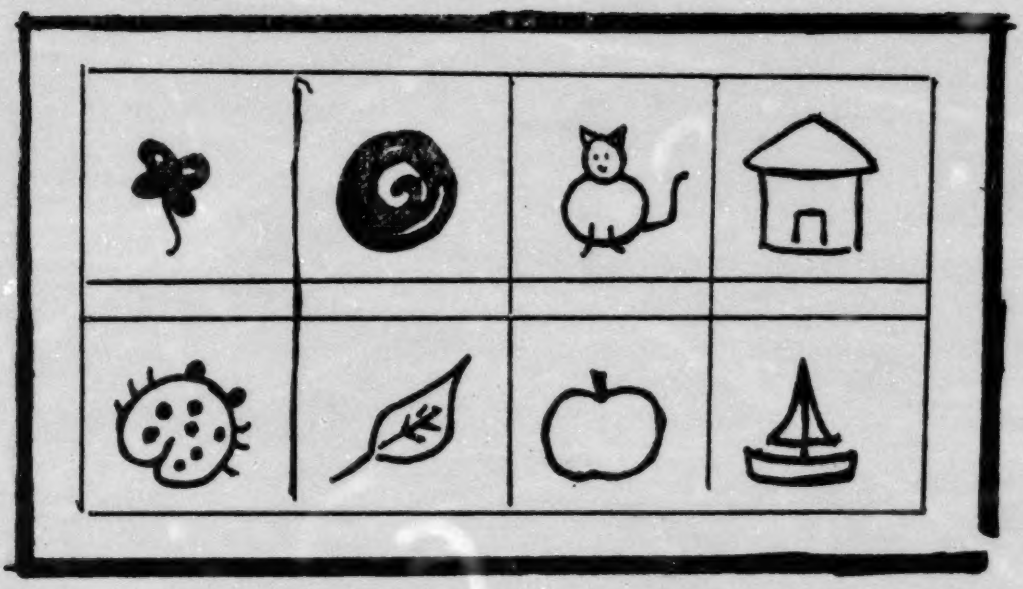
5TH DAY

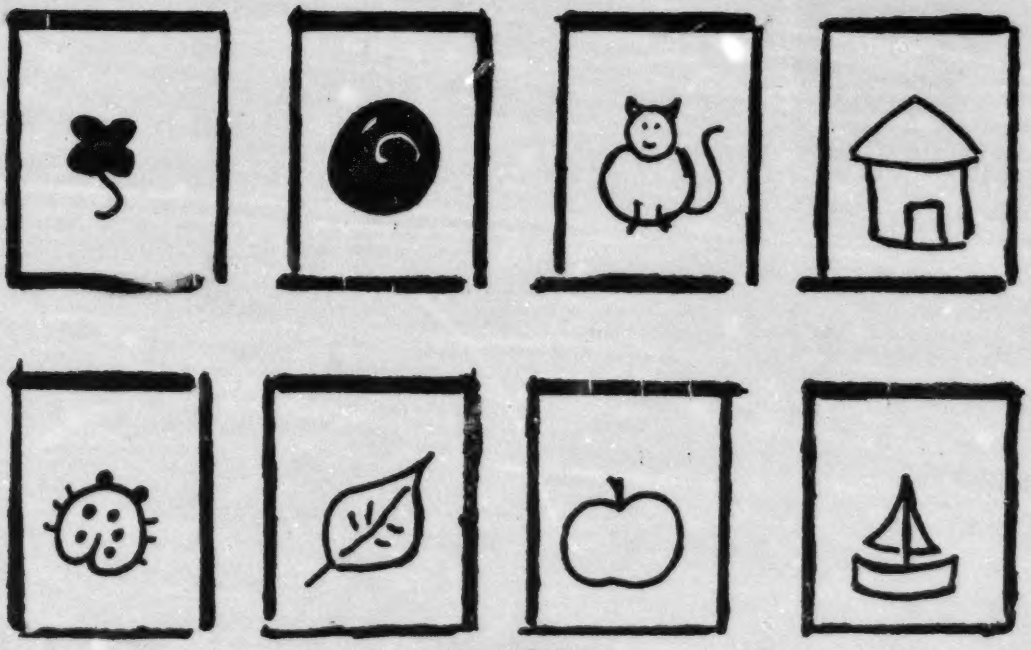
Beginning with three picture cards, ask your child to look at and label them. "Now I want you to hide your eyes while I take one away. Don't peek! Now you may look. Which picture did I take away? Yes! The cat is missing. Good thinking....I couldn't fool you! Repeat several times. Let your child be the teacher. To change activities, arrange a pattern with one set of picture cards; let your child copy the pattern with the remaining set of cards.

OTHER WAYS TO HELP YOUR CHILD:

Let your child match other items such as his socks, buttons, etc.

8: MATCHING GAME





9: CLASSIFICATION GAME

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. his vocabulary will be increased
2. he will see similarities and differences in objects
3. he will learn to group objects according to similarities

WHAT YOU WILL NEED TO MAKE EACH GAME:

1. three envelopes
2. catalogue or magazines
3. scissors

HOW TO MAKE THE GAME:

1. choose three categories for your child. For example, you may select animals, clothing, and vehicles, or food, furniture, and toys. Print the name of each category on an envelope and paste a picture of an object from each category on the appropriate envelope. (see attached picture)
2. find and cut out about ten pictures of objects which would fit into each of the three categories. For example, if you chose furniture as a category, you would cut out pictures of chairs, tables, sofas, beds, dressers, etc. One of these pictures would be pasted on the front of the envelope marked "FURNITURE".

HOW TO USE THE GAME:

Emphasize these words:
1. same
2. different

1ST DAY Sit down with your child and show him one of the envelopes. "I have something for you inside this envelope. Let's look inside. What do you see?" Give him a few minutes to look at the pictures, then ask him to name them. Spread the pictures in front of him. "You just told me the names of these pictures. What do we call all of these things together? They are all _____." Help your child name the category. Place the pictures back in the envelope. "These pictures go in this envelope because all of them are the same; all of them are animals." Present the other two envelopes one at a time.

2ND DAY Begin by asking the child to tell you the kinds of pictures inside of each envelope. (He can tell by looking at the picture on the front of the envelope.) Then remove two or three pictures from each envelope. Mix them up and place them in front of your child. "Find the right envelope for each picture." As

he picks up a picture, ask him to label it before he puts it back in the envelope. If he is able to complete the task correctly, remove all the pictures, mix them up, and let him put them in the appropriate envelopes. Give whatever help is necessary.

3RD DAY

After he has named the categories, let your child sort all the pictures into the correct envelopes. Then, remove the pictures from one envelope. "Why did you put all of these pictures together? Tell me why they belong together?" Help your child pick out the common qualities, concluding that "All these pictures belong together because they are all _____." Repeat this procedure with the remaining two envelopes.

4TH DAY

Briefly review how the pictures in each envelope are the same. Then ask, "How are these pictures different? They are the same because they are all animals....but are they all cows? No! Some are dogs; some are cats; some are horses. They are different animals. They are different because some are big and some are little. Some lay eggs and some don't; some give milk and some don't." If your child seems ready, discuss how the pictures in the other envelopes are different.

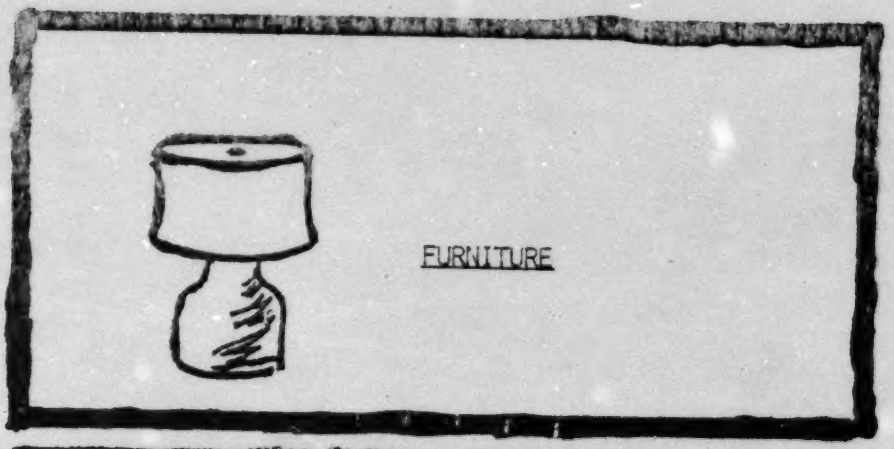
5TH DAY

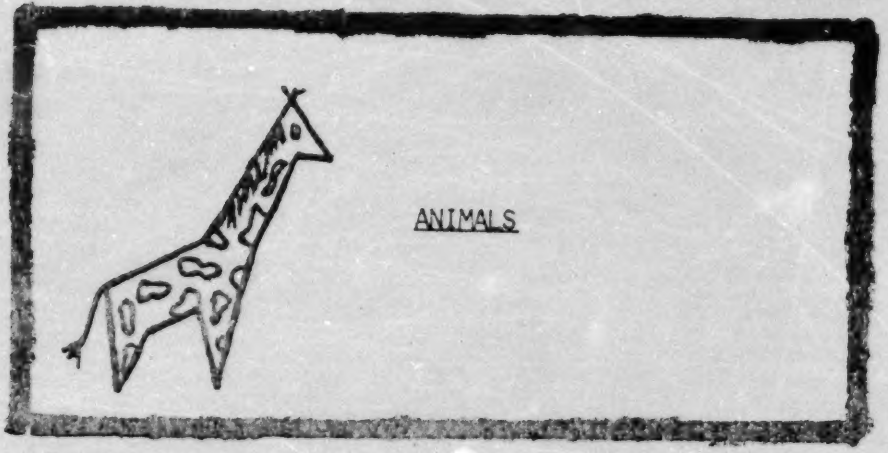
Help your child choose another category. Provide an envelope, scissors (to be used with supervision), and a magazine. Ask him to find and cut out pictures that are the same. "Let's cut out pictures of babies (things that grow, people, things we use in the kitchen.)" Follow the same procedure described above to help the child name pictures and describe their similarities and differences.

OTHER WAYS TO HELP YOUR CHILD:

Point out categories to your child in his everyday life. For example, as he eats, encourage him to name the foods. Then ask him to tell you some ways the foods are the same: they are all food, you eat them. "How are they different?" Different colors, some are eaten raw and some are cooked. Help him assign objects to categories: an apple is _____; a horse is an _____; shoes are _____.

9: CLASSIFICATION GAME





10: PATTERN COPYING

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. he will use his imagination to create designs
2. he will copy patterns and designs
3. his memory skills will be strengthened
4. he will develop left to right eye and hand movement

WHAT YOU WILL NEED TO MAKE THE ACTIVITY:

1. about two dozen popsicle sticks (or toothpicks if the others are not available)
2. about six sheets of dark paper (8"x12")
3. paste or glue

HOW TO MAKE THE ACTIVITY:

1. the popsicle sticks will be used to make designs for the children to copy.
2. paste three sticks in the shape of a triangle on one sheet of paper. Use four sticks to make a square on another sheet. On a third piece of paper, make a house with six sticks.
3. on the remaining sheets of paper, make other simple designs your child will be able to copy.
4. make sure there are enough sticks for your child to copy the designs.

HOW TO USE THE ACTIVITY:

1ST DAY Show your child the designs and help him label them as triangle and square. Ask him to trace the shapes with his finger. Then give him three sticks and show him to to copy the triangle, working on top of the sticks pasted to the paper. Then let him copy it just below the model. Repeat this procedure for the other designs. Encourage your child to talk about what he is doing. "What are you doing with the sticks? Where are you putting them? What are you making?"

2ND DAY Place one of the designs in front of your child. Put a blank sheet of paper directly below the design. "I want you to make one just like mine. Make it here on this paper." If your child is able to copy the design without difficulty, let him copy another one. This time, give him one too many sticks. Help him realize that he does not need the extra stick to copy the design. If your child has difficulty copying the pattern, show him how then help him do it. It is

important for him to work from left to right.

3RD DAY — Use two sticks to make an incomplete triangle. Ask the child to tell you what shape it would be. Let him complete the shape by adding a stick. Repeat this procedure with the square. Then have him copy the other designs. Make it more challenging by adding extra sticks to the design and by giving him too few or too many sticks. Help him verbalize what is wrong. "Why can't you finish the house? Yes, you need two more sticks for the roof."

4TH DAY — Continue to increase the difficulty of your patterns. Then give the child a chance to make designs for you to copy. As you work, make one or two obvious mistakes. "Did I copy it correctly? How should I have done it? Show me"

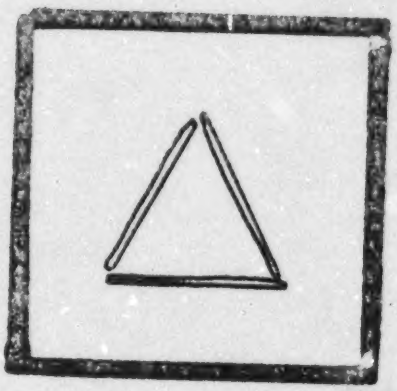
5TH DAY — Give the child several sticks and ask him to make a design or picture of his own. Let him glue the sticks on a sheet of paper. Ask him to tell you about his picture.

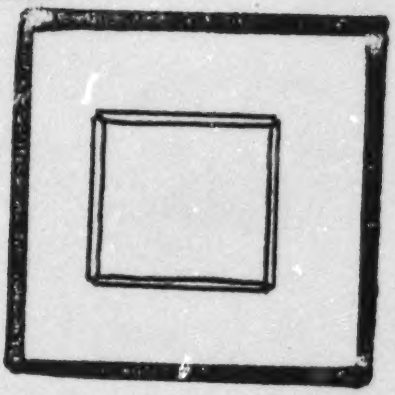
OTHER IDEAS TO HELP YOUR CHILD:

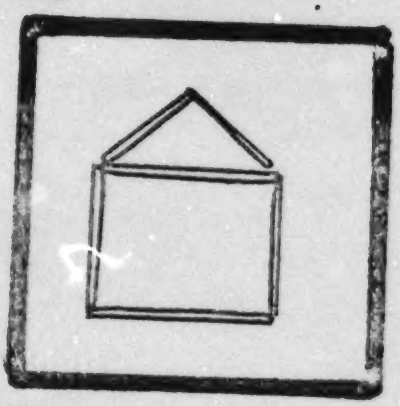
Setting the table is a good example of pattern copying. Perhaps your child could help you. Use knives, spoons, and forks to make a pattern for him to copy.

Other objects like buttons, crayons, poker chips, spools, bottle caps, etc., may be used for pattern copying.

10: PATTERN COPYING







11: COLOR

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. he will learn to match like colors
2. he will learn to distinguish between different colors
3. he will become familiar with color names by hearing them them repeated frequently

WHAT YOU WILL NEED FOR THESE ACTIVITIES:

1. magazines
2. scissors, glue or paste
3. envelopes for each color
4. household objects in different colors
5. shoe box

HOW TO USE THESE MATERIALS:

1ST DAY Before you sit down with your child, put several red articles in a box (apple, sock, washcloth, piece of fabric, pencil or pen, toy, etc.) Let your child look through the box and name the articles. Then say, "All the things in this box are the SAME color. They are red. The apple is red. Your sock is red. The pencil is red. Today is "Red Day". Let's walk through the house and find all the red things." Encourage your child to use the word "red".

2ND DAY Show your child the box of red objects. "All the things in this box are the same color. They are _____. Today we're going to look through this magazine and cut out things that are red." Help your child find pictures of red objects and cut them out; encourage him to name the objects. The pictures may be pasted in his scrapbook or placed in an envelope.

3RD DAY Add several blue items to the color box. "Uh oh! All the things in the box are not the same color; some things are not red." Ask your child to take all the red items out of the box. Then, repeat the procedure, asking him to take all the things out that are not red. Let him label the objects. "These things are not red; they are blue."

4TH DAY On a piece of paper, color a red circle; do the same on another piece coloring the circle blue. Place the color box (with blue and red items) in front of your child. "I want you to put all the red things here (pointing to the paper with the red circle) and all the blue things here...all the things that are NOT red (pointing to the paper with the blue circle). Help your child get started if necessary. If he seems ready, encourage him to say, "All these things are red; all these are not red."

5TH DAY Add several items of a third color (yellow) to the box. It is not necessary to name the colors other than red. Follow the same procedures for days three and four, letting your child separate the colors into like groups. This same procedure may be followed for each color. Introduce one color at a time. If your child becomes confused, stay with one or two colors (red and blue). Do not stress naming the colors; you should say the names frequently but not expect your child to do so immediately.

OTHER IDEAS TO HELP YOUR CHILD:

Mention color when you are talking to the child. "See how blue the sky is!"; "Shall we buy the red shirt or the green one?"; "Please get your black sweater from the bottom drawer."

12: BUTTON BEAR

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. vocabulary will increase (body parts)
2. fine motor coordination will be strengthened
3. he will be able to put parts together to make a whole

WHAT YOU WILL NEED TO MAKE THE BEAR:

1. one piece of 12"x14" felt (or felt scraps)
2. eight large buttons
3. thread, needles, scissors
4. pattern (see attached drawing)

HOW TO MAKE THE BEAR:

1. trace the pattern onto felt pieces. Mark each piece for buttons and slits.
2. sew on buttons and cut slits as marked on the pattern.
3. button pieces together to complete the bear. He should be about 18" long.

HOW TO USE THE BEAR:

1ST DAY Present the button bear to your child. Let him decide what kind of an animal he wants it to be. Then ask, "What will you name him?" Show your child how to unbutton the bear and put it back together again. If necessary, help him by showing him where each piece fits. Most important at first is guiding his fingers as he tries to put the buttons through the holes.

2ND DAY Using the bear's name, say, "Let's play with _____ for awhile." Let your child unbutton and button the bear, giving as much help as necessary. As soon as you are finished, ask him to find different body parts on the bear as you call them out. "Show me his arm. Now show me your arm. What can you do with your arm? Show me."

3RD DAY Proceed as before, helping your child unbutton and button the bear. "Today we're going to play a new game. While you hide your eyes, I will take away part of the bear. Then you can look and tell me which part is missing." Remove an obvious part of the bear (head, arm, or leg) and hide it. When the child opens his eyes say, "Look carefully. Which part did I take away?" Repeat this procedure several times, then hide your eyes while your child removes a part for you to identify.

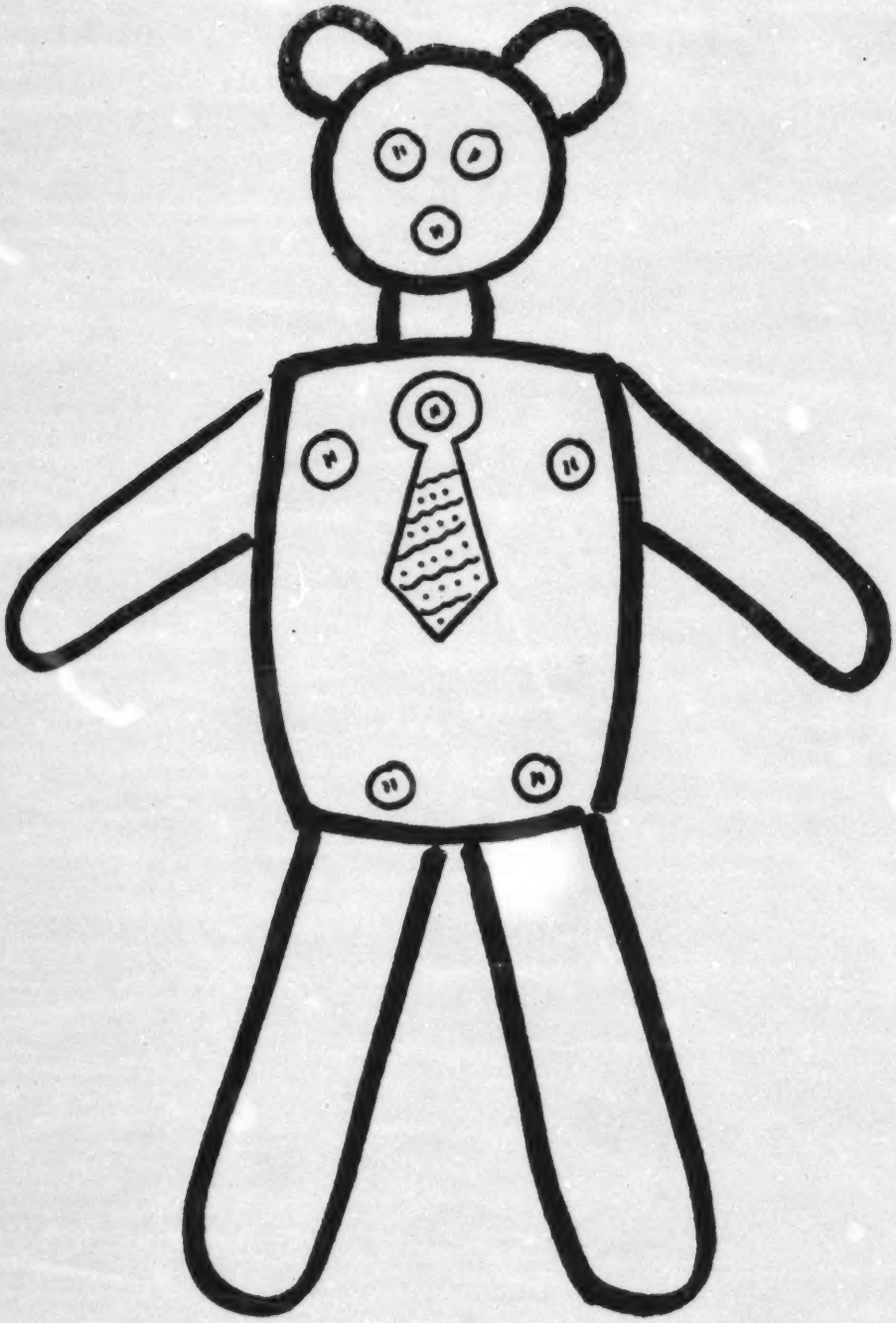
4TH AND 5TH DAY

Unbutton the bear and mix up the pieces. Say to your child, "Look at all the pieces. Can you tell what this is? Can you put him back together again?" Let him work on his own to complete the bear. Then help him check his work. "Where do the ears go? Show me where they are. Where are your ears? Can you find my ears?", etc.

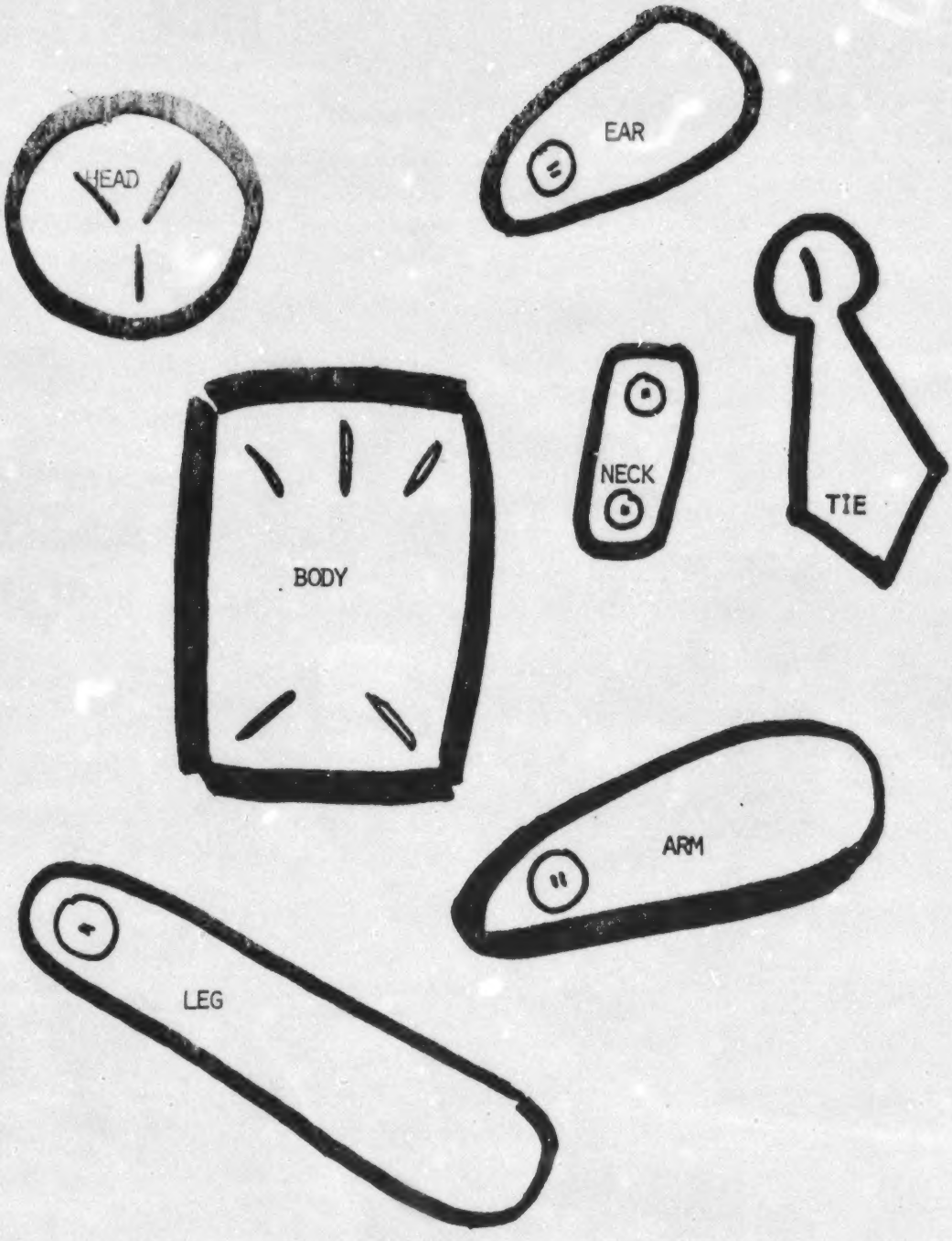
OTHER IDEAS TO HELP YOUR CHILD:

Encourage him to button his own clothing.
Help him "dress up" in play clothes with large buttons.
Make other felt animals using snaps and laces.

12: BUTTON BEAR



12: BUTTON BEAR PATTERN



tying several bows yourself and making note of each step required to complete the task.) Explain and demonstrate each step as you go, then help your child practice. Do not insist he tie a bow; let him set his own pace.

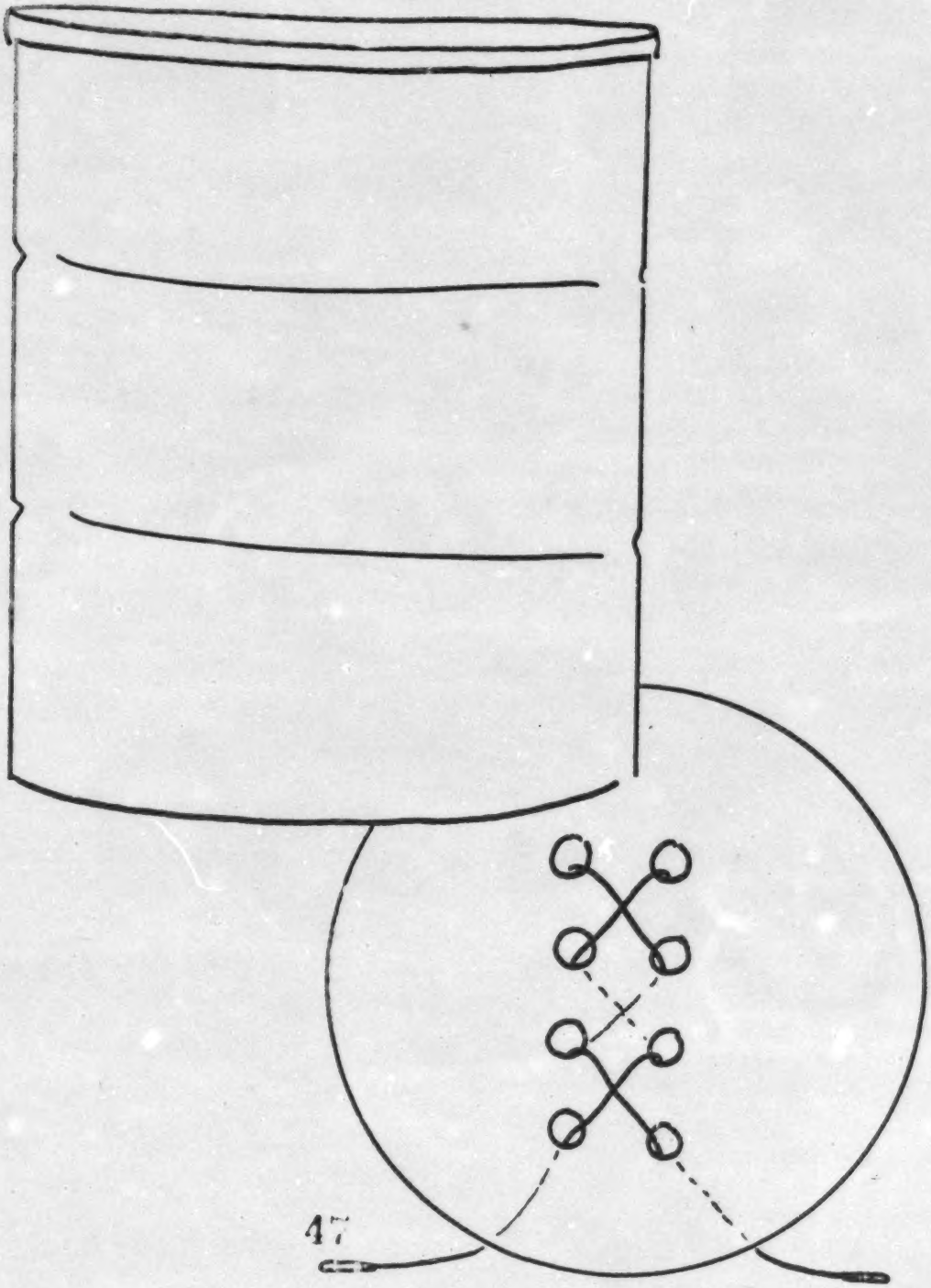
4TH DAY Repeat the steps outlined above for helping your child practice the lacing and tying. Continue to talk about the objects he is storing inside the can.

5TH DAY After your child has had some time to practice tying, place several similar objects in the can (all buttons, all pennies, similar pictures cut from magazines, all pencils, etc.) "We're going to play a new game. There are lots of things inside the can. Some of them are the same. Find all the things that are the same and put them together." If necessary, demonstrate for him. Then, let him work on his own. Help him check his work. "Why did you put all of these things together? How are they the same? How are they different?" The objects may be changed so your child has a chance to sort by size, shape, color, and function.

OTHER IDEAS TO HELP YOUR CHILD:

Help him practice tying and lacing his own shoes.

13: SHOELACE CAN



14: ACTIVITIES WITH BUTTONS AND BOXES

WHY THIS ACTIVITY IS IMPORTANT FOR YOUR CHILD:

1. vocabulary will be increased (prepositions)
2. he will learn to listen and follow directions

WHAT YOU WILL NEED TO MAKE THE ACTIVITY:

1. two small boxes with lids
2. two buttons

HOW TO USE THIS ACTIVITY:

1ST DAY Place two kitchen chairs in the middle of the floor and say to your child, "We're going to play a gam. with the chairs. Listen to me so you'll know what to do." Give him a series of directions, one at a time. For example, "Stand on top of the chair." As soon as he stands on the chair ask, "Where are you?" Help him respond with a complete sentence: "I am on top of the chair." Repeat this procedure, giving other directions and asking your child to tell you where he is: crawl under the chair, stand between the chairs, stand next to a chair, stand in front of a chair, stand behind a chair, crawl over a chair.

2ND DAY Play the game again, only this time let your child give directions to you. Follow his directions, then say, "Now where am I?" Encourage him to answer you in complete sentences.

3RD DAY Give your child the two small boxes and the buttons. "Listen carefully. I will tell you some things to do with the buttons." Give a series of directions, one at a time. Each time he places the button, encourage him to tell you where it is. For example: put the button in the box, take it out of the box, put it on the box, take it off the box, put it under the box, behind, next to, in front of, between.

4TH DAY Repeat the above procedure, only this time tell the child where to put the box. For example, "Put the box on top of the button. Where is the box? Where is the button?"

5TH DAY Play the game again. This time let your child give directions. Then, play "Hide the Button". Give clues like "The button is under something big. It is inside something next to the couch."

OTHER IDEAS TO HELP YOUR CHILD:

Give him simple directions to follow during the day: put the sock on your foot, take your coat off and put it in the closet, put the fork next to the plate, etc.

Ask questions: "Where is your coat? Is the cat inside or outside? Where are your shoes?

15: OUTSIDE ACTIVITIES

WHY THESE ACTIVITIES ARE IMPORTANT FOR YOUR CHILD:

1. he will become increasingly aware of his environment
2. large muscles will be exercised and developed
3. he will feel good about himself

WHAT YOU WILL NEED FOR THESE ACTIVITIES:

1. common objects found outside: leaves, rocks, flowers, trees, insects, etc.
2. paper sack
3. spoon or small shovel for digging

HOW TO ENJOY THESE ACTIVITIES:

1ST DAY Choose a time when both you and your child need to have a break. "Let's go outside and play follow the leader!" Make sure you do simple activities which your child can do with you: run, jump over the hose, wriggle under the hose, go around the house, walk fast, sit on the grass, roll, etc. Describe what you are doing and and encourage your child to tell what he is doing: "Sit on the soft grass. Jump over the long hose.", etc.

2ND DAY Give your child a paper sack. "Let's collect leaves today. How many different kinds can you find?" Guide him to several different kinds of leaves. Point out different shapes: "This one is skinny and long." Note colors, sizes, textures, etc. Discuss where they come from: trees, shrubs, flowering plants, grass, etc. Try to find leaves that insects have eaten. "Insects use leaves for food. We eat some kinds of leaves, too. When you eat lettuce or spinach or greens you are eating leaves." Arrange to have one of these "leaves" for dinner. Help him remember that what he is eating is a leaf of some type. Save some of the collected leaves for an art project: let your child glue them on a piece of colorful paper or show him how to place them under a piece of thin paper and rub over it lightly with a pencil or crayon.

3RD DAY Gather together a spoon or small shovel and a paper sack. "Let's see what we can find in the ground today." Look for rocks and the little creatures who live under them. Encourage your child to talk about what he sees. "Where does the worm live? Do you live under a rock? Where do you live?" Other things to look for: an ant colony, a spider web, eggs, nests, birds, rabbits, squirrels.

4TH DAY

Help your child do some of these simple exercises: jumping, rolling, stretching, bending, etc. "Can you wiggle like a worm? Fly like a bird, stretch up to the sky, make yourself as small as an ant."

5TH DAY

Go on a "tour" of the neighborhood. Take along a papersack to collect any treasures found along the way. Talk about the similarities and differences in the houses: "These two houses are both the same color. The house across the street is big and this one is little." Look for cars of different colors. Play a guessing game: "I see something that flies and lives in a tree. What do I see?" Later on, ask your child to tell you or another member of the family what he saw. Let him draw a picture of something he remembered seeing.

COMMON HOUSEHOLD ITEMS YOU CAN USE TO HELP YOUR CHILD

1. Clothespins (pattern copying, one-to-one matching, fine motor coordination)
2. Pots, pans, and lids (sequencing, matching, what's missing, size, prepositions)
3. Sets of measuring spoons and cups (matching, nesting, stacking, size)
4. Cans - various sizes (nesting, building, sorting, rolling, pushing)
5. Aluminum pie tins (sorting trays, matching)
6. Plastic bottles and caps (rattles, sizes, water play)
7. Empty milk cartons (sorting, stacking)
8. Mirror (body parts, self image, expressions)
9. Oatmeal boxes (prepositions, matching, sorting, building, rolling)
10. Jar lids - various sizes
11. Muffin tins, egg cartons, (sorting)
12. Beans (sorting)
13. Nails, screws (sorting)
14. Buttons (size, color, sorting, matching)
15. Magazine pictures
16. Cookie cutters
17. Newspaper comic strips (sequencing)
18. Spools, thread (stringing, sorting, stacking, matching, building)
19. Scraps of material
20. Empty boxes
21. Paper bags
23. Aluminum foil
24. Tubes from paper towel rolls

HOW DO YOU DO?

Give me your right hand
Here is mine.
How do you do?
How do you do?
Dear little friend of mine,
I hope that you are feeling fine.

LITTLE DUCKY DUDDLE

A little ducky duddle
Went wading in a puddle
Went wading in a puddle, quite
small (quack, quack)
Said he, "It doesn't matter
How much I splash and splatter.
I'm only a ducky after all."
(quack, quack)

OPEN, SHUT THEM

Open, shut them, open, shut them,
Give a little clap.
Open, shut them, open, shut them,
Lay them in your lap.

Creep them, creep them,
Creep them, creep them,
right up to your chin,
Open wide your little mouth,
But do not let them in!

THREE LITTLE SPECKLED FROGS

Three little speckled frogs
Sitting on a hollow log
Eating some most delicious bugs
(yum, yum)
One jumped into a pool
Where it was nice and cool
Then there were two greenspeckled frogs
(glub, glub)
(Repeat for two and one)

FIVE LITTLE DUCKS

Five little ducks that I once knew,
Fat ones, skinny ones, tall ones, too.
But the one little duck with the
feather on his back
He ruled the others
with a quack, quack, quack
Down to the river they would go,
Wibble, wobble, wibble, wobble,
To and fro
But the one little duck with the
feather on his back
He ruled the others
with a quack, quack, quack

FISH SONG

One, two, three, four, five
I caught a fish alive
Why did I let him go?
Because he bit my finger so!

RAIN, RAIN

Rain, rain, go away,
Little _____wants to play.
Rain, rain, go away,
Come again some other day.

EENSY, WEENSY SPIDER

Oh, the eensy, weensy spider
Went up the water spout.
Down came the rain and washed the
spider out.
Out came the sun and dried up all
the rain
And the eensy, weensy spider
went up the spout again.

LITTLE RED CABOOSE

Little red caboose, chug, chug, chug
Little red caboose, chug, chug, chug
Little red caboose, behind the train.
Smoke stack on it's back, back, back
Coming down the track, track, track
Little red caboose, behind the train
toot toot

FEE FIE FO FUM

Fee Fie Fo Fum
Here's my finger
Here's my thumb
Fee Fie Fo Fum
My finger's gone
And so's my thumb

TEN LITTLE FINGERS

I have ten little fingers
And they all belong to me.
I can make them do things
Would you like to see?
I can shut them up tight
I can open them up wide
I can put them together
And I can make them all hide
I can put them up high
I can put them down low
I can fold them together
And hold them just so.

FIVE LITTLE BIRDS

Five little birds sitting on a door
One flew away and then there were four.
Four little birds sitting in a tree
One flew away and then there were three.
Three little birds looking at you
One flew away and then there were two.
One little bird sitting all alone
He flew away and then there were none.

THE TURTLE

There was a little turtle
He lived in a box
He swam in a puddle
And he climbed on the rocks
He snapped at a flea
He snapped at a minnow
He snapped at a mosquito
And he snapped at me!
He caught the flea
He caught the minnow
He caught the mosquito
But he didn't catch me!

I WIGGLE

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my toes
Now no more wiggles are left in me
So I'll just be as still as can be

TWO LITTLE BLACKBIRDS

Two little blackbirds sitting on a hill
One named Jack and the other named Jill
Fly away Jack, fly away Jill
Come back Jack, come back Jill
Two little blackbirds sitting on a hill
One named Jack and the other named Jill

BUNNY

Here is a bunny with ears so funny
And here is his hole in the ground
When a noise he hears he pricks up his ears
And jumps in the hole in the ground

THE BEE HIVE

Here's the bee hive
Where are the bees?
Hidden away where nobody sees.
Watch and you'll see them
Come out of the hive
There they are now
One, two, three, four, five

TALL-SMALL

Now I'm tall as tall can be
Now I'm small as small can be
Tall, tall, tall, tall
Small, small, small, small
Guess which I am now

WHERE IS THUMKIN?

Where is thumkin? Where is thumkin?
Here I am. Here I am.
How are you today sir?
Very well I thank you.
Run away. Run away

TEA POT

I'm a little tea pot short and stout
Here is my handle and here is my spout
When I get my steam up you'll hear me shout
"Tip me over and pour me out."

IF YOU'RE HAPPY

If you're happy and you know it
Clap your hands.
Repeat.
If you're happy and you know it
Then your face will surely show it
If you're happy and you know it
Clap your hands